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ABSTRACT

First disseminated in 1980, this newly revised Justice Education Teaching Strategies (JETS) curriculum guide is an effort to provide citizenship lessons for students in grades kindergarten through six. The new booklet provides up-to-date materials in both law and educational theory, and is more user friendly. The purpose of the literature-based JETS program is both to create an arena in which students can interact with literature and to make students conscious of the ways in which they are responsible members of their home and school environments. Using the materials in this guide, students develop skills that lead to a life-long ability to negotiate and mediate in the face of conflict. This manual is organized around the theme of conflict resolution. Each of four lessons include a literature-based conflict resolution exercise and address one major question: (1) What are rules and laws? (2) Are rules and laws everywhere? (3) To whom are we responsible? and (4) How do we solve problems? Around each of these lesson questions there is a series of activities to help students develop their own answers. A mock trial is the culminating activity. Supporting materials, a glossary, and a supplemental book list conclude the guide. (LH)

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ACKNOWLEDGEMENTS

This curriculum project was and is the work of many people. Anne Spector, a wonderfully gifted teacher in the Cheltenham School District, is responsible for giving the revised JETS their new look. Mrs. Spector sorted through all of the work of the talented educators listed below and added considerable original material to produce these five elementary law-related and civic education booklets. Caralyn and Michael Spector added graphics and a family connection to the JETS. Dawn Gallen helped develop the supplementary material list that appears at the end of each of the JETS. Cassie Stankunas processed the document, working hand in hand with the Spectors to make the final booklets user-friendly.

Funding for this project was provided by a contract between the Pennsylvania Department of Education (PDE) and the Law, Education and Participation Project of the Temple University School of Law (Temple-LEAP) with funds from the Elementary and Secondary Education Act of 1965, as amended Chapter 2. Dr. James Wetzler, social studies coordinator at PDE, deserves special praise for his appreciation of the creative process that resulted in these revised JETS. His vision of social studies education in Pennsylvania permeates the materials. David Keller Trevaskis, Temple-LEAP Executive Director, oversaw the project through its development. Temple-LEAP, as the center for law-related and civic education in Pennsylvania, conducts training in the use of these materials.

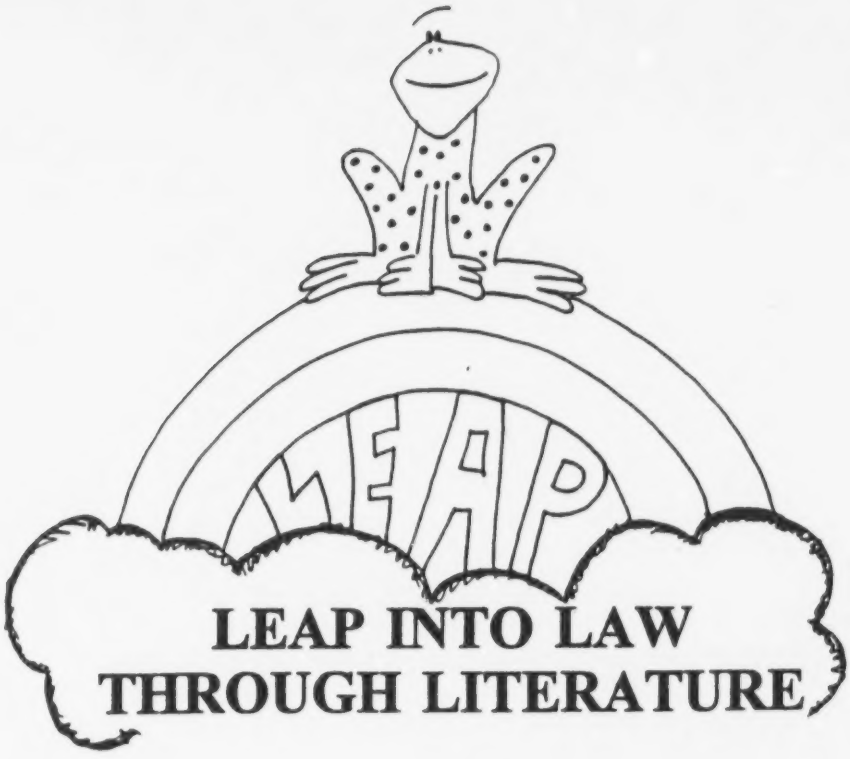
The original JETS revision team included the following exceptional educators:

Joyce M. Barilla
Penny Blazer
Lillian DeLeo
Debra Blumberg Drossner
Cathy Dunkelberger
Melvin Garrison
Ira Hiberman
Lorraine S. Jones
Murry Nelson
Lawrence Palko
Juanita A. Price
Rumelle L. Scott
David Vanderhoof
Helen Warren

Although this final JETS product is far different than the early drafts of the revision process, these materials have been informed by all of the hard work of the above.

Please feel free to contact Temple-LEAP directly with any questions or concerns:

Temple-LEAP
Temple University School of Law
1719 N. Broad Street
Philadelphia, PA 19122
(215) 204-8953



LEAP INTO LAW THROUGH LITERATURE

The Law, Education and Participation Project of the Temple University School of Law (Temple-LEAP) is pleased to LEAP into a new era in elementary law-related and civic education by publishing this revision of the JETS (Justice Education Teaching Strategies). The JETS materials, originally disseminated in 1980, were designed to provide citizenship lessons for students in grades kindergarten through six. The dearth of solid law-related and civic education materials for students in the elementary grades made the original JETS a welcome addition to the curriculum in school districts across Pennsylvania.

The original JETS remain a treasure of lesson ideas for the creative elementary school educator. However, after more than a decade of use, the material in those JETS is out of date. Truth be told, the original JETS packed so many lessons into each grade booklet that many teachers found them confusing to use and difficult to appreciate.

This revision of the JETS booklets for grades K-4 is designed to provide up-to-date materials--both in terms of the law and in terms of educational theory--and to make the JETS more user-friendly.

The original JETS lacked a unifying theme; these revised JETS are organized around the theme of conflict resolution. How a society resolves conflicts is the root of its approach to law. Our system of courts and laws reveals a fundamental American approach to conflict resolution. The current explosion of alternatives to the justice system's form of conflict resolution underscores the need for education in these forms, too. Identifying conflict is a key first step to any form of conflict resolution. Each of these five revised JETS booklets includes a literature-- based conflict resolution exercise.

The literature-based JETS program is designed with two purposes in mind. One purpose is to make the literature taught in our classrooms come alive: that is, to provide an arena in which students can interact with their literature and then have their voices heard reacting to that literature. The second major purpose for this program is to create classroom experiences that make students conscious of the ways in which they are responsible members of their own home and school environment. Students should not only experience how they are responsible to rules and laws, but also how they are responsible for rules and laws.

The new JETS are organized around four questions: What are rules and laws?, Are rules and laws everywhere?, To whom are we responsible?, and How do we solve problems? For each question there are a series of activities that should move the students toward developing their own answers to these questions. A teacher may choose to use one, some, or all of the law-related activities throughout the school year, using the Mock Trial as a culminating activity. A teacher may choose to set aside approximately a two-week period in which to focus on a law-through-literature project in which the Mock Trial is the culminating activity. A teacher may use some or all of the law-related activities and have a presentation of a scripted Mock Trial as a culminating activity. There are a myriad of ways in which these materials can be used. The outcome, however, is the same; that is, the outcome is to give each student in your classroom the life-long ability to negotiate and mediate their way through their lives.

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The JETS LEAP Into Law Through Literature program has been organized around a series of BIG QUESTIONS. It is recommended that the BIG QUESTION be placed somewhere obvious in the teacher's classroom. For each law-related lesson, the class can begin with a revisiting of the BIG QUESTION. A final step to each unit might also be to have each student, small cooperative group of students, or the whole class reflect and write about their individual or collective answer to the BIG QUESTION.

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WHAT ARE RULES AND LAWS?

TEACHER NOTES:

For each BIG QUESTION there are activities that help students formulate their own answers to the question. For each question, the outcome for each activity as well as the directions for the activities will appear on pages labeled "Teacher Notes." These pages will preceed the materials with which the students will interact.

ATTITUDE SURVEY ABOUT RULES AND LAWS

OUTCOMES: After completing the survey, students will become more aware of their individual attitudes about rules and laws and will be able to compare and contrast their attitudes with the attitudes of others. Furthermore, if administered throughout the year and for several years, the survey will enable a student to discuss any change in attitude about rules and laws.

DIRECTIONS: The survey can be used in a variety of ways. First, they could serve as a great vehicle for conversation between a child and a parent. Second, it could be used to generate discussion between students, either of the same grade level or across grade levels. Finally, in order to have a basis for discussing any change in attitude about rules and laws, students should be given this survey several times throughout a year and several times across the years.

It would be interesting to invite parents in when discussing the survey. The parent(s) could also take one or both surveys and participate in any discussion.

FOLLOW-UP:

1. Take out a copy of the classroom rules and evaluate them according to the following criteria:

   Rules are important.
   Rules are fair.
   Rules make things safe.

BROKEN RULES

OUTCOMES: Students will become more aware of the rules in their school environment, and will be able to develop appropriate consequences for breaking the rules and/or rewards for following the rules carefully.

DIRECTIONS: Divide the class into small groups. Each group should appoint a speaker who will share the group's decision with the whole class. Instruct each group to talk about the rules most often broken by fellow students in their school--in classrooms, in the cafeteria, in the library, in the bathrooms, in halls and in the playground. Following these small group discussions, each

group should make a list of the 5 rules they think are most frequently broken. After listing the "Frequently Broken Rules," the small groups should decide on a reasonable consequence for students who disobey the rules or, in some cases, on a reward for those students who follow the rules. Once the Rules and Consequences or Rewards are listed, the class should come together and share their lists. The lists should be collated and posted in the classroom.

FOLLOW-UP:

1. Survey teachers, aides, the principal on what rule each of them thinks is most frequently broken in the school. Ask each person to describe the consequence they would give for breaking the rule, and the reward they would suggest be given for closely following the rule.

2. Compare and contrast your collated list of broken rules with that of another class.

I'M NOT LION

OUTCOMES: After watching a performance of "I'm Not Lion," children will discuss what they already know about the concepts of rules and laws.

DIRECTIONS: Stage-reading a play means to sit in front of an audience and read a play script-in-hand. A stage-reading is usually very simple; there is little movement and few if any costumes. For "I'm Not Lion" I would recommend that classroom teachers, specialists, teacher aides and administrators take the parts in the play. Simple cardboard signs that identify each character would probably be all the costuming that is necessary. Of course, costumes would surely enhance the production.

For the reading, several classes should be brought together, either from the same grade level or across grade levels. After the reading, the children should be broken into 7 groups, one group for each adult who has taken part in the play. If you are lucky enough to have more adults in the room, you can have even smaller discussion groups. To enrich the students in your class, you may want to invite parents who are in law-related fields and/or lawyers in your community to serve as additional group discussion leaders for this activity. With an adult as a discussion leader, the groups should discuss the questions at the end of the play. Chart paper should be available for each group so that the leader can take notes on the group's definitions of rules and laws. After the small group discussions are over -- approximately 20 minutes-the small groups should be brought back together to share their definitions for rules and laws.

FOLLOW-UP:

1. A grade level and/or whole school summary of what a rule is and what a law is could be posted for the students to see and discuss.

IF I MADE THE RULES

OUTCOMES: Students will be able to identify a rule and analyze what makes a rule effective.

DIRECTIONS: The teacher will read the chapter from E.B. White's Stuart Little entitled "The School Room." Then with the whole class, the teacher will list Stuart Little's rules and discuss whether or not they are **good** clear rules. Then the class will be divided into small groups to create a list of "Rules For the World." When the class comes together as a whole, discuss the rules and analyze them according to the following criteria:

- A good rule is easily understood.
- A good rule makes it clear what is expected.
- A good rule can be followed.
- A good rule is fair.
- A good rule does not conflict with other important rights.

Finally the students will be ready to read, "If I Made the Rules." After reading the poem, the teacher will use the group lists of "Rules for the World" to collaboratively write a poem entitled "If Third Graders Made the Rules." Then each small group will use their own lists to write their own poem entitled "If We Made the Rules."

FOLLOW-UP:

1. Divide the class into groups. Give each group a picture of a place. (Kitchen, Playground, Busy Street, School Bus, House). Ask the group to make up a list of rules that apply in that place. Post the pictures and the rules.

2. Place numerous objects in a large paper bag (for example, scissors, ruler, shoe, stapler, pen, mirror etc.). Each student or student pair will select an object and write a rule about that object.

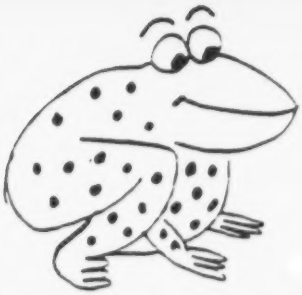
   Students will show their object and report their rule.

3. Walk your class through the normal procedure for a fire drill in your school. Be sure they pay close attention to how to exit, which outside doors to use, where they are to go outside of the building and what kind of behavior is appropriate. When you return to the classroom, discuss the various procedures and rules and the reasons for them. Discuss reasons for announced and unannounced fire drills.

ATTITUDE SURVEY ABOUT RULES AND LAWS

Read each item. Circle "Yes" if you agree with the statement, circle "No" if you do not agree with the statement, and circle "Maybe" if you are not sure.

1.	Rules are **important.**	Yes	No	Maybe
2.	Rules are always **fair.**	Yes	No	Maybe
3.	Rules make things **safe.**	Yes	No	Maybe
4.	The people who write the rules should be			
	calm	Yes	No	Maybe
	honest	Yes	No	Maybe
	important	Yes	No	Maybe
	kind	Yes	No	Maybe
	friendly	Yes	No	Maybe
	understanding	Yes	No	Maybe
	well-liked	Yes	No	Maybe
	fair	Yes	No	Maybe
	smart	Yes	No	Maybe
5.	There should be rules for:			
	what I eat	Yes	No	Maybe
	when I sleep	Yes	No	Maybe
	where I play	Yes	No	Maybe
	when I play	Yes	No	Maybe
	with whom I play	Yes	No	Maybe
	what I wear	Yes	No	Maybe
	when I work	Yes	No	Maybe



WHAT ARE RULES AND LAWS?

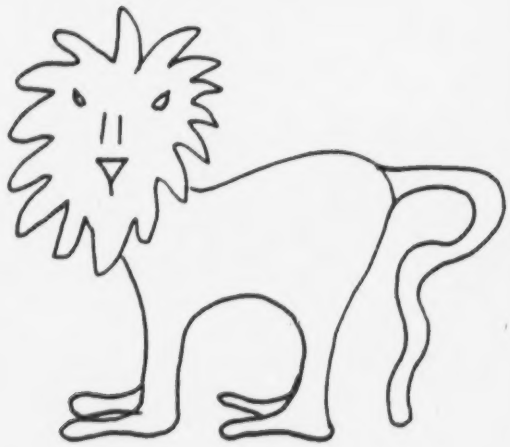
BROKEN RULES

Directions: Talk about 5 rules that are most often broken by fellow students in your school -- in class, in the cafeteria, in the library, in the bathrooms, in the halls and in the playgrounds. Write down the rules in the column marked "FREQUENTLY BROKEN RULES." Then decide on reasonable consequences for breaking the rules or rewards for following the rules. Write them down under the column marked "CONSEQUENCES/REWARD." Appoint a speaker who will share your ideas with the class.

FREQUENTLY BROKEN RULES:	CONSEQUENCES/REWARD:
EXAMPLE: Children should pick up after themselves in the lunch room.	Children who keep a very clean area get free dessert once every ____ weeks.
1._____	1._____
_____	_____
2._____	2._____
_____	_____
3._____	3._____
_____	_____
4._____	4._____
_____	_____
5._____	5._____
_____	_____

I'm Not Lion

by Anne Spector



Characters:

Lion King
Cub Carly
Cub Charlie
White Cub Prince
Lioness Lily
Narrator 1
Narrator 2

Setting: In the jungle ... not a quiet jungle. [Each character can make a jungle noise...]

Narrator 1:

The animals in the jungle,
Were as excited as can be.
The birth of a new white lion,
Was shouted from tree to tree.

Narrator 2:

That he was a special lion,
Was quite clear from the very start.
But that he didn't follow the rules,
Almost tore his family apart.

Cub Carly:

I wish Prince had helped us clean up around here.

Cub Charlie:

I wish he had the same curfew as we did. And I really wish he had to clean his plate before he could go out to play.

White Cub Prince:

Stop being so mean to me. I can't help it if I'm better than you. [Pats himself on the back.] Rules are meant for the average cub, not for me.

Cub Carly:

Yuck!

Cub Charlie:

Double Yuck!

Lion King:

Stop picking on Prince. Haven't you noticed he's special?! Now let him be. [Prince mimics his dad behind his back and then sticks his tongue out at his siblings.]

Lioness Lily:

Your father's right ..; your father is always right. You two must leave Prince alone. He's so special he shouldn't have to follow any rules.

Narrator 1:

Day in and day out Prince frolicked,
While the others worked by the rule.
They had to follow them closely,
Or pay consequences that were cruel.

Cub Carly:

We got a big problem here!

Cub Charlie:

Yeah. I think we should bathe ourselves in white paint and then we'll look just like Prince.

Cub Carly:

Good idea. I'll go get the paint.

Narrator 1:

Charlie and Carly bought a bucket of paint.
To solve their problem they'd look like Prince.
Then they figured they'd be treated like him,
No rules to follow; no words to mince.

Lioness Lily:

Ah! (screaming) What have you two done? Now you know the rules. Wash that paint off and go to your rooms.

Cub Charlie:

Oh, mom!

Lioness Lily:

No, "oh mom." Now do as I say.

Cub Charlie:

I'm sick of this.

Cub Carly:

Wait. I've got another solution. Let's dress up like a giraffe or a rhino. They won't make us follow their silly rules if they think we're guests from another family.

Narrator 2:

Carly and Charlie donned costumes
To look like the folks next door.
They would trick their father and mother,
And follow the rules no more.

Lioness Lily:

Charlie, Carly ... why are you dressed up like that? Did you think I wouldn't recognize my own children?

Cub Carly:

Mom, we're tired of having to follow the same rules that Prince doesn't have to follow.

Lion King:

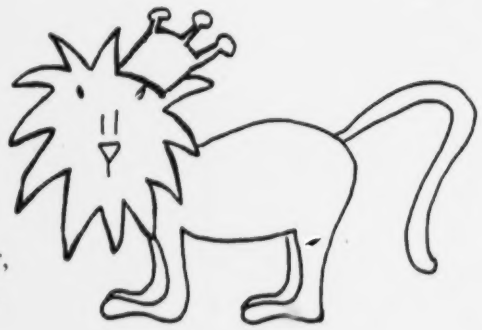
We've told you two that Prince is different. Why should he have to follow the same rules that you regular cubs follow?

Cub Charlie:

That's it. I'm gettin' out of here. I can't take it anymore.

Cub Carly:

Me too!!



Narrator 2:

Brother and sister got packing,
And ran in search of some fun.
They'd look for a family who's fairer,
Whose rules were for all or for none.

Narrator 1:

As time went by Lily realized
All her children must be treated the same.
And King also knew it was wrong,
Fair and equal was the name of his game.

Lion King:

Lily, I sure do miss Carly and Charlie. You know, I think they had a point.

Lioness Lily:

I miss those two cubs too. And I think they had a good point. Rules need to be fair, and everyone needs to follow the rules.

Narrator 1:

Carly and Charlie gladly came home.
They had missed mom, dad, and even Prince.
Now the whole family follows the rules.
And there's been no bad feelings ever since.

Cub Carly:

Mom, can I go out to play?

Lioness Lily:

Is your den neat?

Cub Charlie:

Dad, can I watch T.V.?

Lion King:

Is your homework done?

White Cub Prince:

Mom, can I go to the movies?

Lioness Lily:

Did you do your chores first?

Lion King:

Sounds like the rules are working for everyone around here.

END OF PLAY.

TO DISCUSS:

1. How would you define a rule?
2. Are rules always fair?
3. Can you think of a rule that some members of a family should follow and some should not?
4. Do you think the White Cub Prince was special? (Here you might want to encourage the children to talk about how each one of them is special.)
5. Do you think it was <u>fair</u> that Prince did not have to follow the rules that Carly and Charlie did?
6. Carly and Charlie tried 3 different solutions to their problem. Do you think they were good solutions? How else might you have solved the problem?

IF I MADE THE RULES

by Anne Spector

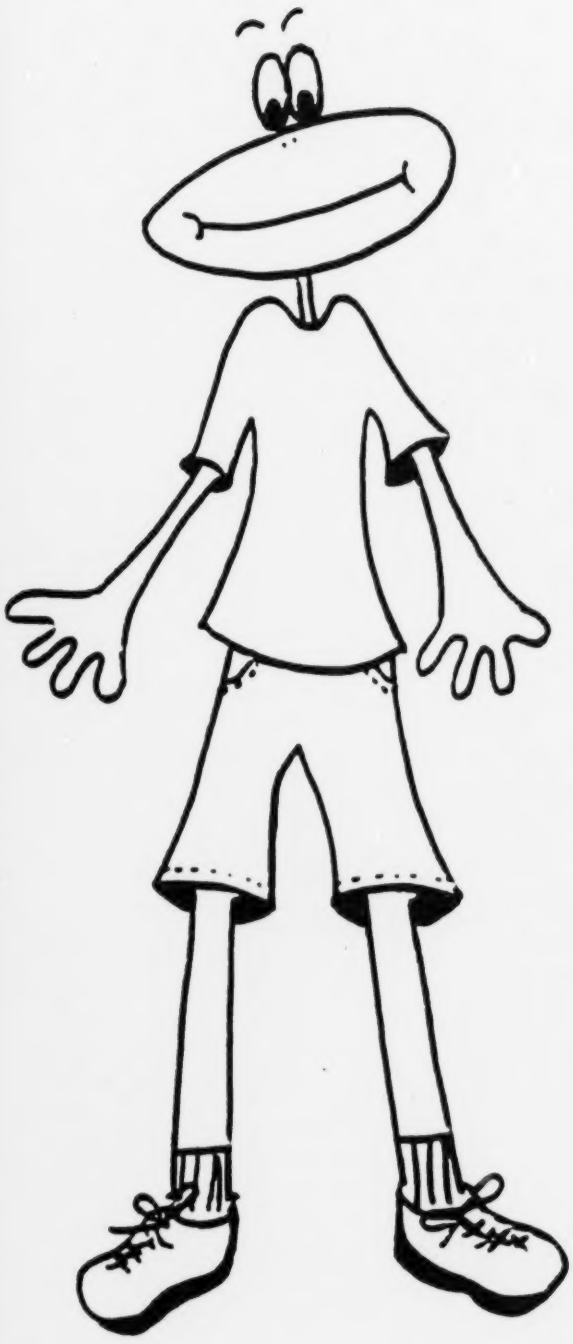
If I made the rules they'd be simple.
No broccoli and no brussel sprouts.
No serious talks about school work.
And when I'm up to bat there're no outs.

If I made the rules they'd be real fair.
There'd be no quarrel 'bout who goes first.
I'd always be the head of the line.
Maybe second, if worse came to worse.

If I made the rules they'd be easy,
For everyone to understand.
My bedtime would be when I want it,
And my allowance would be quite grand!

But the rules, alas, are not my own.
They are made by my mom and my dad.
Someday I will be in charge of the rules,
And til then I best not be bad!

RULES FOR THE WORLD ...



ARE RULES AND LAWS EVERYWHERE?

TEACHER NOTES:

ARE RULES AND LAWS EVERYWHERE?

OUTCOMES: Students will demonstrate an understanding of the fact that ... the LAW IS EVERYWHERE.

DIRECTIONS: The class should be divided into small groups of 2 or 3 students. Each group is to brainstorm a list of 10 things they'd rather be doing than sitting in school. The groups should be given approximately 5 minutes to complete their lists. Then each group will be instructed to star the 1 or 2 things on their list that they feel are least related to the law. Finally, the groups will return to the whole class configuration and discuss the starred items on their lists. The teacher should point out the connection to the law wherever possible. (There is a sheet provided with possible answers for guidance.)

For this activity, it would be perfect to bring in a lawyer, law student or parent who works in a law-related field. This guest could serve as the expert when the children discuss those things they feel are not law-related. They can also help in a discussion on the relationship each activity has with the law.

FOLLOW-UP: Five variations have been provided for this activity.

BICYCLE LAWS:

OUTCOMES: Students will recognize the difference between a rule and a law.

DIRECTIONS: As a whole class, the group should review and discuss what a rule is, what a law is, and how rules and laws are alike and different. Following this discussion, students should be asked to brainstorm all of the bicycle laws they know. The teacher should be sure to differentiate between laws and safety tips.

BICYCLE LAWS

- Signal for turns and stops.
- Obey all traffic signs, signals and rules.
- Yield the right of way to pedestrians.
- Drive solo - only one on a bicycle.
- Drive with traffic in single file -- close to the right-hand side of the road and watch for opening car doors.
- Equip your bicycle with headlight and reflector if riding at night.
- Do not ride on sidewalks.
- Do not do stunts with your bike. This could be considered reckless driving.
- Stop and look both ways before entering street.

SAFETY TIPS

- Keep feet on pedals at all times.
- Keep both hands on handlebars unless signaling.
- Keep bicycle in good repair.
- Walk bicycles across busy intersections.
- Never leave your bicycle unlocked and unattended.
- Do not leave your bicycle in yard or driveway where it can be seen from the road.

FOLLOW-UP:

1. Have each student make a poster presenting and illustrating one of the laws. Be sure to display these posters throughout the school so other students may be reminded of bike laws.

ARE RULES AND LAWS EVERYWHERE?

Directions: Brainstorm a list of 10 things you'd rather be doing than sitting in school.

10 THINGS WE'D RATHER BE DOING...

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ARE RULES AND LAWS EVERYWHERE?

VARIATION 1: You have been given 3 hours to do anything you want to do or to go anywhere you want to go, what would you be doing and/or where would you be going?

VARIATION 2: In groups of 2, have students tell each other in detail that which they did the day before. Each student will say and then write down his/her own. Tell the students to circle that which has nothing to do with the law. Discuss.

VARIATION 3: Randomly select a student to tell the class in detail that which he/she did the day before.

VARIATION 4: Make a collaborative list from the whole class.

VARIATION 5: Put a list on the board and have the students select those items that have nothing to do with the law. Example:

Sleep
Buy clothes
Talk on telephone
Go to school
Sit on a chair
Take a walk
Sing in a choir
Ride in a car

ARE RULES AND LAWS EVERYWHERE?

Some possible answers are provided for guidance.

– **SLEEP**

- Your parents have rules about when you go to sleep. (Rule)
- You cannot sleep on a park bench. (Law)
- Your teacher says you may not sleep in class. (Rule)

– **BUY CLOTHES**

- Clothes have to pass inspection. (Law)
- Clothes have to be flame retardant. (Law)
- Your parents decide how much money to spend on your clothes. (Rule)
- Some schools require uniforms. (Rule)

– **TALK ON TELEPHONE**

- The price the telephone company charges is decided by law. (Law)
- You can't make prank phone calls. (Law)
- How much you talk on the phone is decided by your parents. (Rule)
- The school decides who can use the phones in the office. (Rule)

– **GO ON VACATION TO THE BEACH**

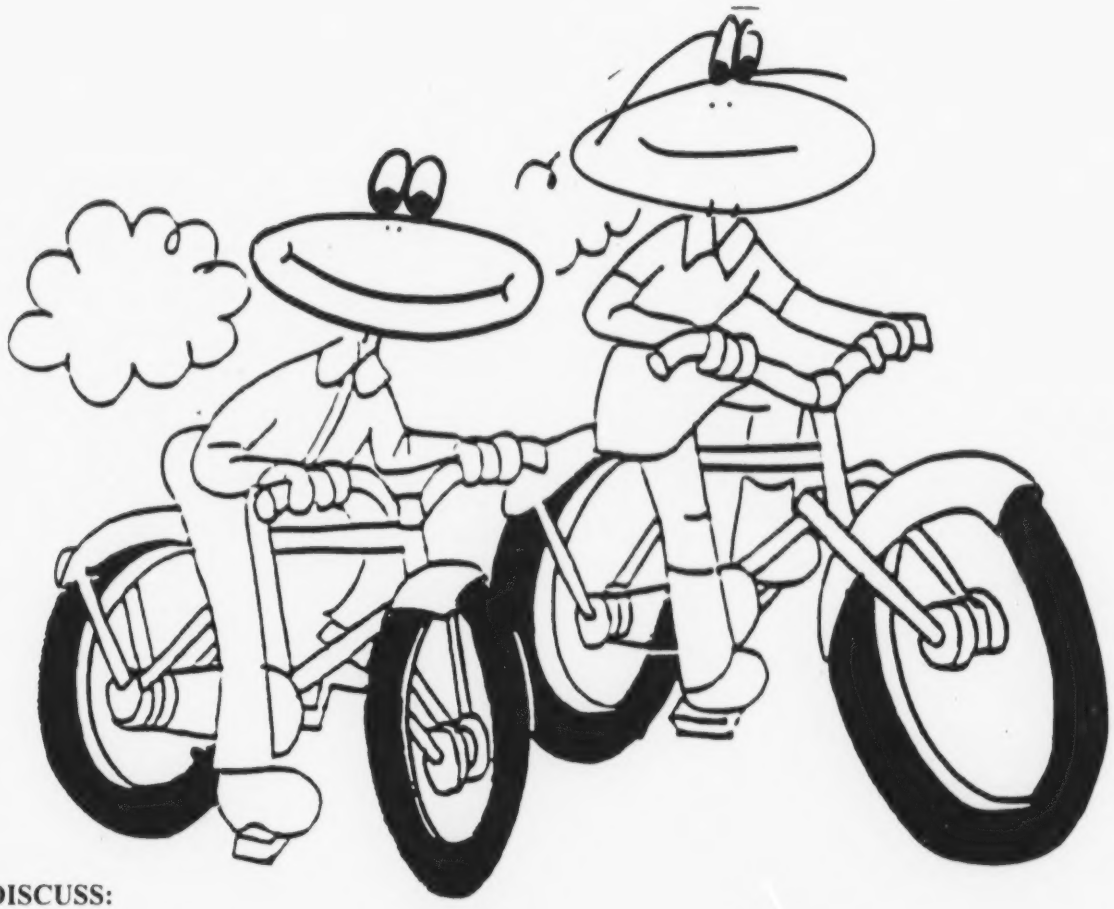
- You cannot go in the water for one hour after you've eaten. (Rule)
- You cannot go in the water if the water is polluted. (Law)

– **PLAY NINTENDO**

- You can only play Nintendo one hour each day. (Rule)
- The Nintendo cartridges have to work properly. (Law)
- No one can make copies of the Nintendo cartridges to sell. (Law)

ARE LAWS AND RULES EVERYWHERE?

BICYCLE LAWS



DISCUSS:

1. What are laws?
   - Rules are called laws when they are made and enforced by governing bodies, (e.g. city, county, state and/or national governments)

   LAW: an official set of rules
2. How are rules and laws alike?
   - They are made for the same reasons - for protection, safety and to see that there is equal treatment for all.
3. How are rules and laws different?
   - It is more serious to break a law.
   - Punishment for breaking laws is more severe.
   - Usually when a law is broken, the citizen must go before a judge.

A BICYCLE LAW

Directions: **Make a poster presenting and illustrating one of the bicycle laws.**

LAW: _____

_____

TO WHOM ARE WE RESPONSIBLE?

TEACHER NOTES:

A NEGLECTED RESPONSIBILITY?

OUTCOMES: Students will demonstrate an awareness of the importance of assuming one's responsibilities.

DIRECTIONS: A group of students should be selected to put on this play. After the reading, the class should break into small groups. One student should be selected to serve as the discussion leader for each group. After discussing the questions, each group should role play one of the following scenes:

- Becky and Hannah telling Otto and Alfred.
- Becky and Hannah deciding what to do.
- Otto and Alfred telling their customers.
- Hannah and Becky telling Hannah's parent.

The scenes should be shared with the whole class.

FOLLOW-UP:

1. Read "The Choice" to the class. Then have a class discussion on the importance of assuming one's responsibility.

RESPONSIBILITY INQUIRY

OUTCOMES: Students will demonstrate an awareness of the importance of assuming one's responsibilities.

DIRECTIONS: For this activity the class can be broken down into 5 groups. Each group can be given one of the scenario to read and discuss. The names in each scenario are characters from the Houghton Mifflin Literary Anthology, Book 3, 1989 Edition. It is motivating for the children to use names of characters they are reading about. For this activity you might consider changing the character's names to match the literature your students are reading.

FOLLOW-UP:

1. This playwrighting activity was inspired by Bruce Graham. He developed the idea of using formulas to help young playwrights. For this follow-up activity, I would have each group turn their scenario into a scene. If this is the first time they are writing I would definitely recommend that you model one first with the whole class. For the whole-group example and the small group work, the groups need to take the following steps:

   - Name the characters.
   - Decide where the scene will take place.

- Describe the conflict or problem.
- Write a collaborative scene.

I have found that new young playwrights write more easily if they have to follow a formula. Therefore, I would recommend having the students write, for example, a 14-line scene that follows the formula below:

Line 1	2 to 4 words
Line 2	2 to 4 words
Line 3	2 to 4 words
Line 4	2 to 4 words
Line 5	3 to 5 words
Line 6	3 to 5 words
Line 7	2 to 4 words
Line 8	2 to 4 words
Line 9	1 to 2 words
Line 10	1 to 2 words
Line 11	10 to 20 words
Line 12	10 to 20 words
Line 13	1 to 2 words
Line 14	1 to 2 words

CAN YOU DECIDE FOR YOURSELF?

OUTCOMES: Students will demonstrate an awareness of who is responsible for making decisions that effect their lives.

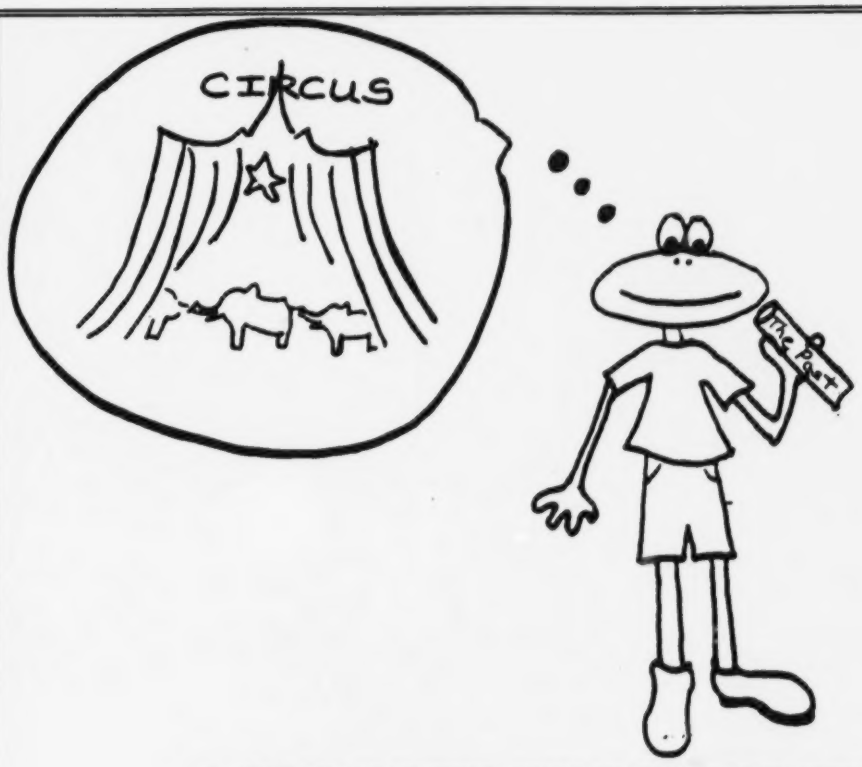
DIRECTIONS: It is always interesting to discover a child's perception of who they think is the authority figure in a wide variety of every-day-type experiences. For this activity, have each child fill in the grid, checking a "YES" or a "NO" in the appropriate space. If the student answers "NO" on any particular item, have them fill in the third column with the name of the person who they think does make the decision for them for that experience. When each child has completed their own questionnaire, the whole class should complete the discussion section.

FOLLOW-UP: Since we are moving to the final section where the students will actually be writing their laws and their Mock Trial, it would be good practice to do some rule writing at this time.

Have students write some family rules for their home. These rules can be written independently or as a home assignment to be written with a parent or guardian.

Write the family rules that help you to:

1. have fun_____
2. keep in good health_____
3. keep out of trouble_____
4. protect yourself_____
5. settle arguments_____



A NEGLECTED RESPONSIBILITY

Characters: Narrator
Hannah
Otto
Becky
Alfred
Hannah's Mother

Narrator: Otto and Alfred had a paper route. They were working very hard to save money. All the money they could save was to be used to go to a circus which was coming to town. Otto and Alfred had asked Hannah and Becky to take the papers on Saturday so that they could go to the circus. The girls were very happy to do this.

Otto: I can't wait to see the elephants. They are my favorite animals in the whole circus.

Alfred: I like the clowns best, because they make you laugh.

Narrator: Friday came, and it was the day before the "Big Circus."

Otto: Hannah and Becky, I hope you are still going to work for us on Saturday.

Hannah:	**It should be a whole lot of fun. I always wanted to be a paper carrier.**
Alfred:	**Here is the list of customers. Everybody on the list gets a paper.**
Hannah and Becky:	**Don't worry! We will take care of everything.**
Narrator:	**Saturday came, and the big circus was in town. Everybody was excited and ready to go see all the many animals, clowns and acrobats.**
Hannah's Mother:	**Hannah, I have a big surprise for you. My boss gave me three tickets to the circus. How would you and Becky like to go? If so, call Becky now, because the circus starts in a couple of hours.**
Narrator:	**Hannah got on the phone to call Becky and decided what to do.**
Becky:	**Well, we promised we would deliver the papers, but we didn't say WHEN. Let's go to the circus and deliver them when we come home.**
Hannah:	**Good idea!**
Narrator:	**So the girls went to the circus and had a great time. When they came home they ran straight to the corner where the papers were always dropped off. But when they got there ...**
Becky:	**Oh! No! All the papers have been torn up and thrown all over the street!**
Hannah:	**What are we going to do? It's all our fault!**
Narrator:	**What would you tell Otto and Alfred?** **What would you tell the customers?** **Do you think the customers will be angry?** **Did the girls act in a responsible way? Why?** **Why not?** **What is Hannah's and Becky's responsibility now?**

THE CHOICE

Annie loved the little yard in front of her house. It always made her feel happy to see the tiny patch of lawn with the border of brightly colored flowers. But for several weeks now the yard had gone untended. Annie's mother had been in the hospital and, without her around, there was no one to do the yard work.

One evening when Annie came home from school, her aunt greeted her at the door. "Annie," she said, "you'll never guess the good news. Your mother is coming home the day after tomorrow."

Annie's eyes filled with tears. She had missed her mother very much. She was glad that her mother was getting well and would be coming home.

"Annie," said her aunt, "you know how much your mother's garden means to her. I think it would be very nice if you would weed and water her garden so it will look pretty for her when she comes home."

"You're right, Auntie," said Annie. "That's one responsibility I won't mind a bit."

Next day after school, Annie hurried home to begin work on the yard. For more than two hours she raked and weeded. Now, the only thing left to do was the watering. Annie had seen her mother do the watering many times. There were delicate plants that had to be watered from below the leaves. Just as Annie started to water, her aunt called her to the telephone.

"Hello," said Annie as she picked up the telephone.

"Hi," said Martha, her best friend. "Hey, come on over. My dad just came home, and he's got three tickets to the fair and says he'll take us and buy us dinner and everything. But you've got to hurry."

Annie was excited. Then she remembered the watering. "I'm sorry Martha. I can't do it, because I have to water the yard."

"Can't you just turn on the sprinkler and let it water until you get back?" asked Martha.

"No," said Annie, "the plants have to be watered carefully and by hand."

"Oh, just once won't matter," said Martha.

Annie thought long and hard. "No, Martha, she said. "I'm sorry, but I'm afraid I won't be able to go."

DISCUSS:

1. What did Annie consider her responsibilities to be in regard to taking care of the yard?
2. How seriously did Annie take her responsibility toward the yard work?
3. What kinds of things do you think Annie considered in making a decision as to whether to finish the yard work or go to the fair?
4. Why do you think Annie made the decision that she did in this situation?
5. What do you think were the benefits of Annie's decision to stay home and finish carrying out her responsibilities?
6. Do you think that Annie made the right decision? What would you do if you were in Annie's position?

Susan W. McKay, ed. Law in a Free Society: On Responsibility. (Santa Monica, California, 1973) p. 15-17.

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RESPONSIBILITY INQUIRY

I. Ramòn was supposed to set the table. There was something that he had to do after school. So he asked his sister, Maria to set it for him. Maria agreed but forgot.

What might happen between Ramòn and Mother?
What might happen between Ramòn and Maria?
Who should be the one held responsible for the fact that the job was not done? Why?

II. Marsha was responsible at home for emptying the trash. One windy day some of the trash that she was emptying blew away.

What should she do?
Was she being responsible for her job?

III. Eugene was responsible for putting the rake away after raking the yard. He meant to do it but forgot because Emily wanted him to play ball. That night Mother went to get the clothes off the line and tripped over the rake.

What might have happened to Mother?
What might she say to Eugene?
How do you think Eugene might feel when he knows he's responsible for what happened?

IV. Hannah was responsible for bringing the kickball in after recess. She forgot, and when she went back, it was gone. A friend told her that he saw Otto throw it onto the roof. Hannah had to tell her teacher.

Did Hannah act as a responsible person?
How might the rest of the class feel about trusting Hannah again?
How might Hannah feel, and what might she say to her teacher?

V. Alfred checked a book out of the library. Instead of putting it in his desk, he put it on the counter next to the sink. Becky saw the book, but went ahead and washed her hands while water splashed from the sink onto the book.

Was Alfred acting in a responsible way?
Was Becky acting in a responsible way?
What could both students have done?

RESPONSIBILITY INQUIRY 2

DIRECTIONS: Your group is going to write a scene based on #_____ on the page called (Number) "Responsibility Inquiry." First decide what you want to call your scene. Then name your characters and your setting. Be sure everyone in your group understands the conflict or problem that the characters in your scene are having. Then write your scene using the formula.

EXAMPLE: RAMON:

I can't believe you. _____(2-4 words)

MARIA:

I forgot! No biggy. _____(2-4 words)

_____**(WORKING TITLE)**

Characters: _____
_____
_____

Setting: _____

Conflict: _____

_____

_____: **(CHARACTER'S NAME)**

_____(2-4 words)

_____:

_____(2-4 words)

_____:

_____(2-4 words)

_____:

_____(2-4 words)

_____:

_____(3-5 words)

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_____(3-5 words)

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_____(2-4 words)

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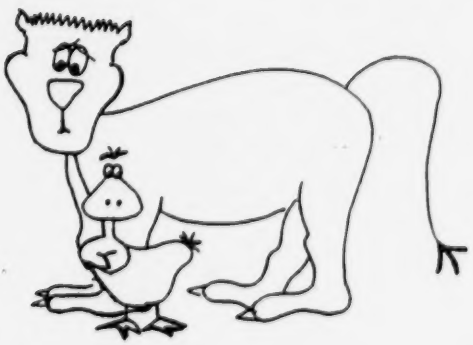
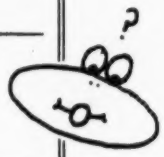


Directions: Check whether or not you make each of the decisions for yourself. If you check "NO," fill in the third column with the person who makes the decision for you.

CAN YOU DECIDE FOR YOURSELF:	YES	NO	IF NO, WHO DOES
1. to go to school?			
2. what traffic laws to obey?			
3. what television shows to watch?			
4. how much to spend on clothes?			
5. whom you have as friends?			
6. how much Hershey bars cost?			
7. who your teacher is going to be?			
8. what library book to check out?			
9. what games to play after school?			
10. how to wear your hair?			

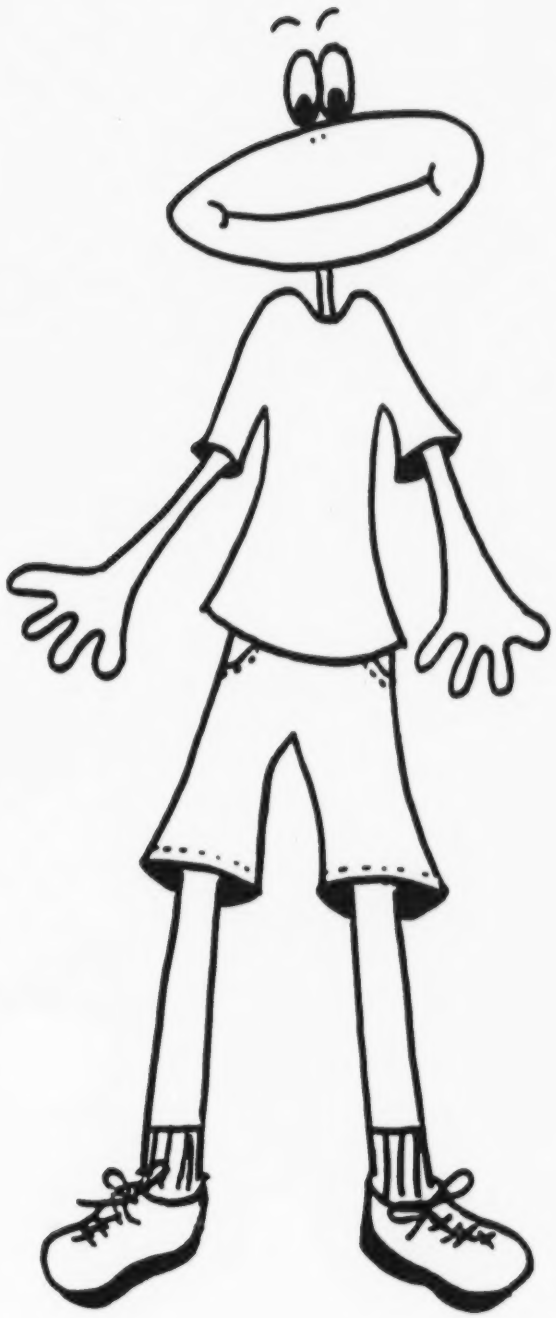


DISCUSS:

- How many of these decisions could you make?
- How many of these decisions did your parents make?
- How many of these decisions were made by people in authority over your parents?
- Why couldn't you make all these decisions?
- Are there different levels of authority?

- At what age do you think you should be able to decide:

•what television shows to watch?	6	9	12	15	18	21
•how much to spend on clothes?	6	9	12	15	18	21
•whom you have as friends?	6	9	12	15	18	21
•how to wear your hair?	6	9	12	15	18	21
•when you should go to sleep?	6	9	12	15	18	21



HOW DO WE SOLVE PROBLEMS?

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TEACHER NOTES:

By now your class should be very comfortable discussing the concepts of rules and laws. They should be aware, in addition, that the law is everywhere. Furthermore, they should be more aware of their role in creating the rules and laws in their home and school environment. Using some or all of the preceeding lessons should have given your students the opportunity to discuss and reflect on the 3 BIG QUESTIONS to date:

WHAT ARE RULES AND LAWS?
ARE RULES AND LAWS EVERYWHERE?
TO WHOM ARE WE RESPONSIBLE?

Now it is time to begin your classroom Mock Trial. In this section, students will be asked to see things from different points of view, write laws, and argue a Mock Trial in which a character from their literature has been accused of wrongdoing. In addition, students will be exposed to other ways to solve problems.

POINT OF VIEW

OUTCOME: Students will develop the ability to see things from different points of view.

DIRECTIONS: Sometimes we see things one way and our friends see the same situation from a different point of view. I am sure that Grumpy from "Snow White and the Seven Dwarves" saw his sternness as a positive way of keeping order among the dwarves. On the same lines, Peter Pan must have seen his adventures with the Darling children as a way of freeing the children from the rules and regulations of the nursery. Mr. and Mrs. Darling, however, saw it as Peter kidnapping the children. It's all in your point of view. **Responsible** people have a point of view, but are also able to see things from other points of view.

"The Shepherd who Cries Wolf" was inspired by the Mock Trial script Village of Sheepfold v. Joey Wolfcryer.* This version tells the story from the point of view of Joey. Read "The Shepherd Who Cries Wolf ... as told from the point of view of ... Joey Wolfcryer." Then in small groups or with the whole class discuss the questions at the end of the story.

FOLLOW-UP:

1. Read the following:

Alice and Roberta sit next to each other in class, but that's all they have in common. They **never** speak to each other or walk to school together.

---

* Written by the Maine Bar Association.

One day, just before a test, Alice asked Roberta if she could borrow a pencil. As usual, Roberta had lots of pencils, but she refused to share them with anyone. Alice got angry and took a pencil. This made Roberta angry so she grabbed Alice's notes and ripped them. Alice then broke the pencil into little pieces.

Describe what happened from Alice's point of view. Describe what happened from Roberta's point of view. Describe what happened from the point of view of the classroom teacher.

2. "You may think you know the story of the Frog Prince, but you'll have to read on to find out the shocking truth about 'happily ever after.'" So begins The Frog Prince...Continued by Jon Scieszka, a wonderful story that lets the young reader revisit the story The Frog Prince from a different point of view. In addition tot he Point of View stories included in the JETS LEAP into Law Through Literature, there are some marvelous pieces of children's literature that are written to tell a classic story from a different point of view. Below is a list of these books:

   The Frog Prince Continued by Jon Scieszka
   The True Story of the 3 Little Pigs by Jon Scieszka
   Upside Down Tales: Cinderella by Russell Shorto

CONFLICTS IN FAIRY TALES

OUTCOME: Students will think about the conflicts/problems in the fairy tales they have heard or read, and will be able to consider alternative solutions to those conflicts.

DIRECTIONS: Read and discuss the "Sleeping Beauty" activity. Brainstorm with the whole class some alternative solutions to the thirteenth fairy's problem.

FOLLOW-UP: Since fairy tales are an important part of the literature program in grades K to 4, students should be encouraged to revisit a favorite fairy tale and rewrite it using an alternative solution. For example, how else might the Queen have convinced Rumpelstiltskin not to take her first born? Be sure the children answer the following questions:

   Who has a problem?
   What is the problem?
   What other ways could the problem be solved?

NO ANIMALS IN THE LIBRARY

OUTCOME: Students will write a law and evaluate their law according to set criteria.

DIRECTIONS: If it is available, the teacher should read Eric Kimmel's I Took my Frog to the Library (Puffin Books, 1960) to the class. This is a wonderful resource for beginning to teach young students how difficult it is to write a law. If this book is not in your library or a local book store, it would suffice to tell the class that, in response to recent disturbances in the local public library, the following law has been written:

NO ANIMALS IN THE LIBRARY

It will then be up to individuals or small groups in your class to decide whether the following exceptions to the law should be allowed.

1. A magician pulls a rabbit out of the hat as part of a children's show at the library.
2. Professor Steve, who is visually impaired, brings his seeing-eye dog into the library.
3. Nikki's pet snake escapes from its cage and is found in the library two weeks later. (Nikki's house is down the street from the library.)
4. When the librarian reads "The Great Hamster Hunt," she brings a hamster into the library.
5. The library suffers from an outbreak of mice. The custodian brings in a cat to catch the mice overnight while the library is closed.
6. While a family is dropping off their books, their dog jumps out of the car and runs into the library.
7. The science teacher dissects a frog in the library during a lesson.

FOLLOW-UP: After the children discuss each of the possible exceptions to the law, they should be given an opportunity to complete the activity, "On Writing A Law." Whether done individually or in small groups, the laws should be shared and evaluated according to the established criteria.

WRITING A MOCK TRIAL

OUTCOME: Students will demonstrate an increased understanding of courtroom procedure and the people who are a part of it.

DIRECTIONS: The following is an Instructional Framework for writing a literature-related Mock Trial with your class. To enhance this experience be sure to invite a lawyer or law student from your home or school community, or a parent of a child in your classroom who is in a law-related field. Interested parents who are not in law-related fields should also be encouraged to participate. They can be of great help when it comes time to do some small group writing activities.

Step 1: Choose a piece of literature in which there is a very clear conflict. (All good pieces of literature have conflicts.)

Step 2: Read or revisit the piece of literature and have a whole-group retelling.

Step 3: In small group, large group, or whole group have your students brainstorm all of the conflicts they can identify in the story.

Example: Rumpelstiltskin

A. Rumpelstiltskin is in conflict with the Queen for breaking her promise.

or

B. The King is in conflict with Rumpelstiltskin for trespassing.

Step 4: With the whole class, identify the conflict the group feels is most important. Be sure to ask the question "WHY."

Step 5: Review what a rule is.
Review what a law is.
Write a law that should have prevented the conflict from occurring.

Example: Rumpelstiltskin

In the Kingdom of *Gold (*Let the students name the setting if it is not already named.) no one is to enter the castle without the written permission of the King or his designee.

Check if your law is good by evaluating it according to the following criteria:

Is the law easy to understand?
Is the law clear?
Is the law fair?
Can the law be easily followed?

Step 6: Decide whether your case is a civil one or a criminal one.

CIVIL CASE - A court action brought against one person by another.

CRIMINAL CASE - A court action by the government to try to find if an accused person is guilty of committing a crime.

Name the 2 sides of your conflict.

If your conflict is a **civil** one, the sides are labeled Plaintiff vs. Defense.

If your conflict is a **criminal** one, the sides are labeled Prosecution (the Government) vs. Defense.

List the witnesses you would call on both sides. In order to tell the whole story, you may want to create a character or two to add to your list of witnesses. For example, to tell Rumpelstiltskin's side of the story, you may want to give him a wife or a mother who can talk about his character.

After all of the witnesses have been named, the class should establish the purpose of the testimony of each.

Example: Rumpelstiltskin

Breach of promise is a civil case.

Rumpelstiltskin v. The Queen

Plaintiff's Side:	**Witnesses:**	**Defense:**
Rumpelstiltskin		Queen
Mrs. Rumpelstiltskin		King
A former servant		Faithful servant

Rumpelstiltskin will testify that _____

_____

_____

etc.

Step 7: Writing the Opening Statement:

As a Close Activity - Collaboratively/Prosecution

Your Honor and Ladies and Gentlemen of the Jury we are here today to prove that _____ is _____.

_____ will tell us_____
(Name of Witness)

_____

_____

_____

_____

_____ will testify that_____
(Name of Witness)

_____

_____

_____

_____

_____ will tell us that_____

(Name of Witness)

_____

_____

_____

Finally we will hear from _____.

(Name of Plaintiff)

_____ will tell us that_____

_____

_____

_____

The higher the grade level, the more independent this activity can become. After it is written, the Opening Statement can be used to develop many oral and written communication skills.

A. When delivered orally, what are the key phrases that should be emphasized?

B. Students should choose words for their openings very carefully.

- "powerful" verbs
- effective descriptors

Step 8: Writing the direct questions. A lawyer asks direct questions of his/her own witnesses. These questions are used to make sure your witness tells his/her whole story.

There are 3 standard questions a lawyer begins with:

- What is your name?
- Where do you live?
- What is your job? (occupation)

Students should return to Step 6 to make sure they know and understand what the goal is for asking a particular witness direct questions. One effective way to do that is to seat a "witness" in the center and have X # of students sit around that witness and ask questions. One or two students in the group should be assigned the role of asking why someone asked a particular question.

Following this oral activity, students should be assigned to write direct questions for a witness individually or in small groups. If there is some concern about this activity, one direct can be done collaboratively with the whole class.

Step 9: Writing the Cross Examination Questions:

These are the questions a lawyer asks the witnesses from the other side. Your job is to ask questions that have the jury doubt the testimony of the witness. For the cross examination a lawyer asks "leading questions," questions that lead the witness to a "yes" or "no" answer.

Example: Rumpelstiltskin

Did the Miller's daughter, known as the Queen, ask you to come help her?

and/or

Isn't it true that you made a new deal with the Queen?

Cross examination questions should be practiced before they are actually written. For example, have the students try to ask you questions for which you can give either a "yes" or "no" answer.

Ex. Isn't it true you are the teacher in Room ____?

Step 10: Writing the Closing Statement:

The Closing can also be written collaboratively in the younger grades and independently in the higher grades.

A Collaborative Effort

Your Honor and Ladies and Gentlemen of the Jury, we have proven that _____ is _____

We have heard from _____ who told us
(Name of Witness)

_____

_____

_____

etc.

Step 11: Practice ... and Practice some more.

Although the openings, closing, direct questions and cross exam questions are scripted, now is a great time to have your witnesses practice and take some notes for their parts. Lots of students should have a chance to be witnesses before permanent roles are assigned.

Step 12: The Mock Trial

Oh ye, oh ye, the Court of Room ____ is now in session, the Honorable Judge _____ presiding.

CONFLICT POLL

OUTCOME: Students will become aware of the various techniques available for conflict resolution.

DIRECTIONS: When the Mock Trial is over, students need to discuss whether the problem their character had could have been solved in another way. It would be a good idea to invite a lawyer, law student or parent in a law-related field to join you for this discussion. This discussion should center on the following questions:

Could the problem between the plaintiff and the defendant be solved by having the two sit down and negotiate?

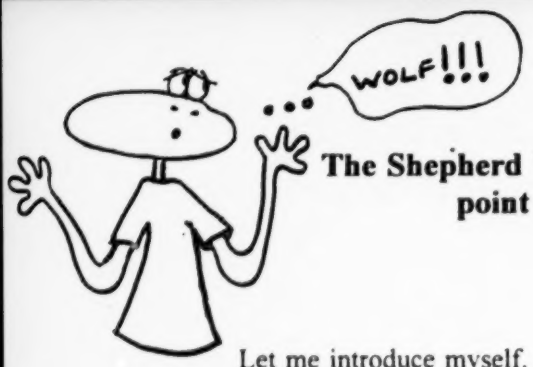
Could the problem between the plaintiff and the defendant be solved by having them sit with a third person and mediate their conflict?

Who would serve as a good mediator for this conflict? Why?

Once this discussion is over, the students can work on the activity "Conflict Poll." For this activity students should choose what they think is the most positive solution for each conflict.

FOLLOW-UP: Throughout the year, students should be encouraged to revisit stories, identify who in a story is having a problem and what that problem is. Once a character's problem is identified, the students should role-play resolving it in one of the following methods for dispute resolution:

Negotiation	-	2 people
Mediation	-	2 people with third party to help reach agreement
Arbitration	-	2 people with third party who resolves dispute, often binding
Adjudication	-	third party - the judge or jury -- hears facts and determines guilt or innocence



The Shepherd Who Cries "Wolf" ... as told from the point of view of ... Joey Wolfcryer

by Anne Spector

Let me introduce myself. I am Joey Wolfcryer. From a young age I have been a very responsible shepherd. I watch a large flock of sheep just outside my village. All my life I have been the most responsible shepherd boy in the entire area. I have an excellent reputation.

Or...should I say...**I had** an excellent reputation.

Because I have worked so hard at becoming the best shepherd possible, I did miss some of the traditional things that were taught in school. One of the subjects I missed frequently was Animal Identification. Of course, these were all excused absences. The people of the village wanted me to become a world-class shepherd. My teacher was aware of that. Therefore, my teacher also encouraged me to study my shepherding techniques. She knew I would miss other classes, but she also knew how important it was to have a top-notch shepherd. Need I say more?

I became the best shepherd ever. At what price? At a very heavy price! The people of my village think I cried wolf to trick them and make them run up to see what was happening. They think I scared them as a joke. They think I acted irresponsibly. And...all I did was think I saw a wolf.

Here is exactly what happened. One evening, a very dark evening I might add, I saw something in the woods near where my sheep were feeding. Although I had not had many Animal Identification classes, I did know that there was an animal out there who did not look like my sheep.

My shepherd's manual clearly stated that sheep shepherds do not take risks. If they see anything, they should cry wolf in order to protect their flock **and** their people. Since I was and still am convinced that I saw an animal that might have been a wolf,...or even a dirty sheep...I know I did the right thing. And this laughter, they said they heard it was just nervous laughter. Who wouldn't be nervous when the safety of a whole town is at stake?

Now my reputation is ruined...my flock is lost...and all I did was my job.

TO DISCUSS:

1. Everyone's truth is a little bit different. What do you think is true about Joey's story?

2. What do you think was hard to believe about Joey's story?

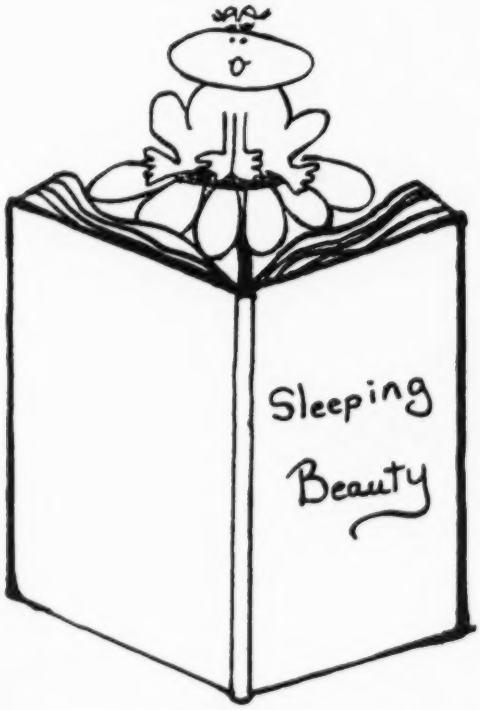
3. If Joey were an adult, do you think he would have been accused of "crying wolf?"

4. Imagine that you are Joey Wolfcryer's mother/father. What point of view do you think you would have?

HOW DO WE SOLVE PROBLEMS?

Conflicts in Fairy Tales

"Sleeping Beauty"



When the Queen gave birth to her first child, the King gave a huge party in celebration. Since the King and Queen only had twelve golden plates, they invited only twelve of the thirteen fairies of the kingdom. The thirteenth fairy was very angry. She put a terrible curse on the young princess.

These folks have a problem.

- Who has a problem?
- What is the problem?
- What other ways could the problem be solved besides putting a curse on the young princess?

ON WRITING A LAW

NO ANIMALS IN THE LIBRARY

DIRECTIONS: Is the Library Law a good law? Consider it in terms of the following criteria. Then, if you decide it is not a good law rewrite it below.

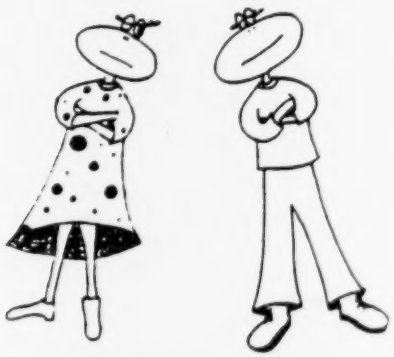
* Is the law written in clear language?
* Is the law understandable?
* Does the law contradict any other law?
* Is the law enforceable?
* What penalties would you suggest for when this law is broken? Are these penalties reasonable?

Is the Library Law a good law? If not, let's rewrite it:

THE MOCK TRIAL

DEFINING THE CONFLICT

THE STORY: _____



THE CONFLICTS:

Directions: **Brainstorm all of the conflicts in the story.**

_____

_____

_____

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_____

THE MOCK TRIAL

WRITING THE LAW

LAW - An official set of rules.

RULE - Something written or said which tells us how to act.

Directions: Now that you have picked the conflict on which to base your Mock Trial. Write the law which should have prevented the conflict from occurring.

POSSIBLE LAWS:

THE MOCK TRIAL

NAMING THE SIDES/LISTING THE WITNESSES

_____ vs _____

WITNESSES:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

THE MOCK TRIAL

WRITING AN OPENING STATEMENT

Directions: **An Opening Statement is like the Table of Contents of a book; that is, it tells the jury what the case they are about to hear is all about. Write the opening statement for your trial below.**

Your Honor and Ladies and Gentlemen of the Jury we are here today to prove that _____ is _____.

_____ will tell us_____
(Name of Witness)

_____

_____

_____

_____

_____ will testify that_____
(Name of Witness)

_____

_____

_____

_____

_____ will tell us that_____
(Name of Witness)

_____

_____

_____

Finally we will hear from _____.
(Name of Plaintiff)

_____ will tell us that_____

_____

_____

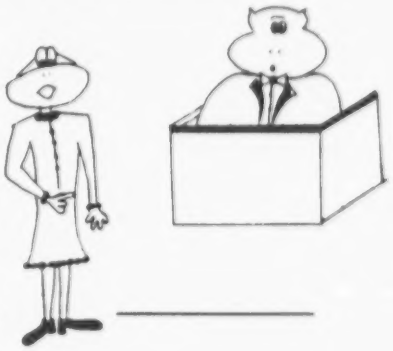
THE MOCK TRIAL

WRITING DIRECT EXAMINATION

Directions: **Make a list of the questions you would ask your witness to make sure he/she tells his/her whole story.**

EXAMPLE: **What is your job?**
Can you tell the jury what happened on the morning of _____?

WITNESSES NAME: _____



_____ _____

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THE MOCK TRIAL

WRITING THE CROSS EXAMINATION

Directions: **Cross examination questions are the questions a lawyer asks the witnesses from the othe side. These questions are called "leading questions" and they lead the witness to a "Yes" or "No" answer. Write the cross examination questions you would ask the witness to whom you have been assigned.**

WITNESSES NAME: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THE MOCK TRIAL

WRITING A CLOSING STATEMENT

Directions: **A Closing Statement is a (powerful summary of what your side has proven. Write your closing below by going step-by-step and retelling the jury what each of your witnesses has proven.**

Your Honor and Ladies and Gentlemen of the Jury, we have proven that
_____ is _____
We have heard from _____who told us
(Name of Witness)
_____
_____
_____
In addition_____ told us
(Name of Witness)
_____
_____
_____
Furthermore,_____
(Name of Witness)
testimony helped to prove that_____
_____
_____
_____
Finally,_____ told us.
(Name of Witness)
_____
_____
_____
In conclusion, Ladies and Gentlemen of the Jury, we have proven that
_____ is _____
(Name of Defendant) (Innocent or Guilty)
and, therefore,_____
_____.
Thank You.

CONFLICT POLL

Directions: Choose the most positive solution to each conflict. When completed, discuss all the solutions and the reasons for choosing or rejecting each one.

1. You are riding your skateboard and two older kids want to take it from you.

   A. run from the older kids and let them chase you
   B. let them have it and quickly report it to an adult
   C. do everything you can to keep them from taking it
   D. try to convince them not to take it

2. You and a friend are in a store, and your friend wants you to help take some candy. Your friend says you had better help because even if you don't, he is going to say you helped if he gets caught.

   A. leave the store immediately and go home and tell your parents
   B. just be a "lookout" for him but don't take anything
   C. try to talk your friend out of doing it because it's wrong

3. You and your friend are on your way home. Your friend wants to go play where there is construction going on.

   A. play there but stay out of the workers' way
   B. tell your friend it's dangerous and go on home
   C. just go and explore but don't stop and play
   D. ask a construction worker to stop for a moment and talk

4. You wear a new jacket to school, and at the end of the day it's gone. The next day you see another student wearing it.

   A. go up to the student and force him to give it to you
   B. wait until he takes it off and go take it
   C. tell your teacher so that he can check the jacket for identification
   D. go up to the student and try to talk it over

5. You are walking home when you see some older kids putting soap on car windshields.

   A. tell an adult or go home and call the police
   B. it looks like fun so you join them
   C. when they leave, you try to rub it off
   D. ask them to stop for a moment and talk to them

SUPPLEMENTARY MATERIALS

SUPPORTING MATERIALS

Temple-LEAP has a wide variety of materials that would enhance your law-related classroom efforts. For example, there are six literature - related Mock Trials that have been scripted by a State Bar Association. There are also a dozen "authentic" Mock Trials written by actual 2nd, 3rd or 4th grades. Below is a list of the scripted Mock Trials that are available:

Goldilocks v. The Three Bears
by the Oklahoma Bar Association

State v. Beane
by the Oklahoma Bar Association

Rumpelstiltskin v. Queen Malory
by Peter K. Sampson, Esquire of the
Maine State Bar Association

The Big Bad Wolf v. The Three Little Pigs
by Carol White

Humpty Dumpty v. Sherman King
by Peter K. Sampson, Esquire of the
Maine State Bar Association

Village of Sheepfold v. Joey Wolfcryer
by Maine State Bar Association

Also available are authentic pieces written by elementary students. These would serve as excellent instructional frameworks for those classes interested in the challenge of preparing a literature based Mock Trial. These trials include:

Rumpelstiltskin v. The Queen
Hansel & Gretal v. Their Mother
The Village of Sushi v. Yukio's Father
(an extension of the story "A Thousand Pails of Water" by Ronald Ray)

Scamp v. The Whingdingdilly
(an extension of the story "The Whingdingdilly" by Bill Peet)

Farmer Walter v. The Knights
(an extension of the story "Harald and the Giant Knight by Donald Carrick)

Little Willy v. Stone Fox
or
The City of Jackson v. Stone Fox
(an extension of the story "Stone Fox by John Reynolds Gardiner)

Please be encouraged to contact the LEAP office to request copies of any of the materials listed above.

To help put on a Mock Trial, the following instructions have been included for your "Judge" to give your jury.

JURY INSTRUCTIONS

Ladies and Gentlemen of the Jury, as members of the Jury, you are the only judges of whether the witnesses are believable. As you decide this case, you should pay attention to how the witnesses looked and acted when they were testifying, to what they said, and whether different witnesses said things that were the opposite of one another. You should pay attention to all the evidence which shows the witness is believable, and you should pay attention to whether a witness might have a reason to say what he or she did even though it might not be the truth. You should also ask yourself whether a witness actually saw the things that he or she testified to and whether he or she seems to have a good memory about what he or she saw. Finally, you should remember that two people who see something happen may see or hear it differently, and sometimes people don't remember things correctly and may make an honest mistake. When witnesses disagree with each other, you should decide whether they disagree on something important or on something that is unimportant. You should further decide whether the disagreement is because one person made a mistake or because someone told a lie.

GLOSSARY

APPEAL - a procedure in which a higher court is asked to look at a trial that was held in a lower court because one side in the case says that there was a mistake in the first trial.

APPREHENSION - the term used when an individual is arrested.

ARBITRATION - both parties agree on a third person to help them settle their conflict.

ARSON - the act of setting fire to any building or property with the intent to damage or destroy it.

ASSAULT - a person is guilty of assault if he: (1) attempts to cause or intentionally, knowingly or recklessly causes bodily injury to another; (2) negligently causes bodily injury to another with a deadly weapon; or (3) attempts by physical menace to put another in fear of imminent serious bodily injury.

ATTITUDE - one's feelings about persons, places, things and actions.

AUTHORITY - being the boss, leader, able to tell others what to do.

BAILIFF - a court officer who keeps order and delivers messages in the court.

BRIBERY - the giving or promising of something of value (usually money) to influence the actions of another, i.e. change his/her mind, get him/her to do something unlawful or not to do a particular thing.

BURGLARY - a person is guilty of burglary if he enters a building or occupied structure, or separately secured or occupied portion thereof, with intent to commit a crime therein, unless the premises are at the time open to the public or the person is licensed or privileged to enter.

CHILD ABUSE - when a parent or guardian injures, threatens to injure or allows another to injure a child. The injury can be either physical or mental. It is not child abuse if the injury is accidental or is considered to be normal parental punishment, e.g. spanking.

CHILD NEGLECT - when a parent or guardian neglects, abandons, or refuses to provide necessary care for a child.

CIVIL CASE - a court action brought against one person by another.

CLERK - a court officer who opens the trial and swears in the jury.

COMPROMISE - to adjust or settle a conflict by mutual agreement.

CONFLICT - a problem to be solved either with self or others.

CONSUMER - a person who buys or uses anything.

CRIME - breaking the law.

CRIME PREVENTION - when people take necessary actions to try to keep themselves, their property and other people from becoming victims.

CRIMINAL CASE - a court action by the government to try to find if an accused person is guilty of committing a crime.

CURFEW - a time when young people must be off the streets.

CUSTODY - the care and keeping of anything by a person or authority.

DEFENDANT - the person who is accused by another.

DEFENSE ATTORNEY - the lawyer who brings the defendant's case before the court.

DELINQUENT CHILD - a child, ten years of age or older, whom the court has found to have committed a delinquent act and is in need of treatment, supervision or rehabilitation.

DETENTION - the act of keeping a person in custody.

DISPOSITION - sentencing in court.

DRUG-ALCOHOL ABUSE - using drugs or alcohol for non-medical reasons in attempt to influence the mind and body.

EVIDENCE - the objects or facts used to prove something in court.

EXTORTION - obtaining something from another by threatening to commit violence.

FEELING - what we believe or think about someone or something.

FELONY - an offense punishable by a fine of up to $25,000 and/or up to 20 years imprisonment. The most serious grade of crime.

GAMBLING - to bet something of value on an uncertain outcome such as a game of chance.

GUARANTEE - see **Warranty.**

HEARING - the presenting of the facts before a district magistrate or a judge. Does not refer exclusively to juvenile proceedings. Hearings in civil cases are sometimes also held before other fact finders: e.g. Masters on divorce cases or before a Referee in Workman's compensation cases.

HITCHHIKING - standing in the roadway for the purpose of asking for a ride.

HOMICIDE - intentionally, knowingly or recklessly or negligently causing the death of another human being.

Murder - killing another person having planned to do so in advance.

Manslaughter - killing another person without having intended to.

INTAKE HEARING - the initial interview and screening of a youth referred to the juvenile court, conducted by an intake officer.

JUDGE - the person in charge of the court who makes sure the trial is fair.

JURY - a group of people (usually twelve) chosen by law and satisfactory to both sides of the lawsuit, to decide the facts of a case.

LABEL - a slip of paper marked to indicate its nature, ownership, destination etc.

LAW - an official set of rules.

LAWYER - a person who is trained and qualified to give legal advice and to act for others in court.

MEDIATION - A form of conflict management in which an impartial third person assists the disputants in discussing and resolving their problem.

MOCK TRIAL - a pretend trial that helps students learn more about courtroom procedure and the people who are a part of it.

NEGOTIATION - A form of conflict management in which the two people in conflict discuss and resolve their problem.

PLAINTIFF - the person who brings legal action against another.

PROSECUTING ATTORNEY - the lawyer who brings the plaintiff's case before the court.

PUNISHMENT - a penalty for a crime according to law.

RESPONSIBLE - carrying out a job or doing what you are expected to do.

RIGHTS - just claims according to law.

RULE - something written or said which tells us how to act.

SAFETY - keeping away from places or people that will harm us, acting so we will not get hurt.

SEARCH WARRANT - a written order given out by a judge or other authority, directing a law officer to search a particular place for unlawful goods or fruits of a crime.

SENTENCE - the punishment given by the judge to a person convicted of a crime.

SHOPLIFTING - when someone takes something from a store without paying for it.

STEALING - taking someone's property without permission from the owner.

STRANGER - someone we do not know.

TESTIMONY - facts given by the witness after he or she swears to tell the truth.

VALUE - something considered important and worthwhile

VANDALISM - deliberately destroying property

VERDICT - a decision made by the jury during a trial.

VICTIM - one who is harmed physically (body), mentally (mind) or financially (money).

WITNESS - persons who tell in court, under oath, what they believe to be the facts in a case.

A SUPPLEMENTARY BOOK LIST

The following annotated book list contains a description of books that will help the teacher and his/her students work towards answering the BIG QUESTIONS. Following each description is a question or two that links the story with one of the BIG QUESTIONS. As educators become involved with the JETS material, we urge you to help us expand and update our SUPPLEMENTARY BOOK LIST. Please send your suggestions, descriptions and questions to Temple-LEAP, Temple University School of Law, 1719 North Broad Street, Philadelphia, Pennsylvania 19122.

WHAT ARE RULES AND LAWS?

NEVER SPIT ON YOUR SHOES by Denys Cazel

It's Arnie's first day of first grade. The day is filled with the introduction to many of the rules elementary school children encounter in the beginning of the school year. Arnie, when he returns home from school, makes sure his mother knows that following the rules is hard work.

What do you think the purpose of classroom rules is?
What do you think makes a classroom rule a good one?

BIG BAD BRUCE by Bill Peet

The main character of this story is Bruce, a huge bear who finds humor in scaring animals smaller than him. Bruce is a classic bully until he crosses a crafty little witch, Roxy. She bakes him a pie with a magical shrinking potion. Unable to resist the pie, Bruce eats it and shrinks until he is smaller than the animals he formerly terrorized. The creatures get revenge by intimidating Bruce until he is saved by Roxy and her cat, Klinker. The witch and her cat turn out to be kind and gentle and take a liking to Bruce. Unfortunately little bears have short memories and in the end we see Bruce throwing pebbles at grasshoppers, beetles and caterpillars which are smaller than him.

Roxy chose to bake a pie with shrinking potion to teach Bruce a lesson.
Instead she could have chosen to write some rules or laws for Forevergreen Forest.
What are some rules or laws Roxy could have written to make Forevergreen Forest safe?

CURIOUS GEORGE by H. A. Rey

This is the first book in the series about the monkey, Curious George. In this story, George travels to the United States from Africa with the man with the yellow hat. George's adventures begin on his journey to the United States when he falls into the ocean. Once here, he dials the fire department and is put into prison. He escapes by walking along the telephone wires. Finally he sails away with a bunch of balloons. In the end, the man with the yellow hat finds George and takes him to his new home in the zoo.

What are some rules or laws that George broke?
How do you think George could have learned what rules and laws are?

THE BIG ORANGE SPOT by Manus Pinkwater

There is a street where all of the houses look exactly alike. Then one day a seagull drops a can of bright orange paint on Mr. Plumbean's house. Mr. Plumbean decides that he likes the orange spot. Mr. Plumbean then decides to paint his home to reflect his interests and his creativity. At first this decision upsets the other neighbors, but soon they join him in expressing their individuality.

In the beginning of the story, do you think Mr. Plumbean's neighborhood had any rules or laws about the way a house should look?
Do neighborhoods usually have those kind of rules and laws?
Does your neighborhood?
Why do you think there are rules and laws about the way a neighborhood should look?

ARE RULES AND LAWS EVERYWHERE?

EVERYONE NEEDS A ROCK by Byrd Baylor

It is Byrd Baylor's opinion that everyone needs a rock. Because he feels that way he presents the young reader with ten rules for finding a rock. The rules are highly individualistic and highlight what a rule is and how it is different from a law.

What would be one of your rules for finding the perfect rock?
Do you think everybody's rules for finding rocks would be the same? Why or why not?

MISS RUMPHIUS by Barbara Cooney

This is a story of the life of a woman that begins in a city by the sea. Alice lived with her grandfather. In the evenings he would tell her stories of faraway places. When he was finished, Alice would say that when she grew up she too would visit faraway places and would live beside the sea. Her grandfather would tell her that the third thing she must do is make the world more beautiful. When Alice grew up she set out to do the three things she had told her grandfather she was going to do. Miss Rumphius visited faraway places and when it was time she found a place to live by the sea. She accomplished her third goal to make the world a little more beautiful by planting purple lupines along the highways and down the country lanes. Miss Rumphius made a difference.

Look back in the story at all of the faraway places that Miss Rumphius visited. What are some rules or laws that Miss Rumphius probably encountered in each place?

THE BERENSTAIN BEARS LEARN ABOUT STRANGERS by Stan and Jan Berenstain

This story addresses the issues of knowing when to be cautious with strangers and knowing the difference between tattling and responsible reporting. In the beginning of the story Sister Bear is friendly-to-a-fault and says hello to everyone. After a warning from her parents to be wary of strangers, Sister sees everyone and everything as scary until she learns how to decide whether a person is a stranger. After the cubs go to the meadow, Sister Bear is accused of tattling by Brother Bear. Mother explains the difference between tattling and responsible reporting.

In the beginning of the story Brother Bear was cautious and careful with strangers. He remembered to follow the rules about strangers. Why do you think Brother Bear forgot to follow the rules in the meadow?
Why is it important to follow Brother and Sister Bear's rules about strangers everywhere?

TO WHOM ARE WE RESPONSIBLE?

THE MOST OBEDIENT DOG IN THE WORLD by Anita Jeram

Harry owns the most obedient dog in the world. When Harry tells his dog to wait for him on a street corner, his patient, obedient dog does just that. Harry's dog waits through rain and sleet. Harry's dog waits through the curious glances of neighbors and their pets. Harry's dog is tempted to chase the neighborhood cat but...Harry's dog is the most obedient dog in the world and he waits for Harry.

To whom was the most obedient dog in the world responsible?
Do you think he should have waited for Harry?

CAPS FOR SALE by Esphyr Slobodkina

This story is about a peddler who sells caps. Instead of carrying them on his back, he carries the caps on top of his head. One morning the peddler could not sell any caps so he decided to go for a walk in the country. After walking for a long time, he took a rest. While the peddler slept a band of mischievous monkeys stole his caps. The man stomped his feet and shouted at the monkeys but the monkeys only copied his actions. Finally the peddler became so angry that he threw his cap on the ground. The monkeys began to throw the caps out of the tree. The peddler gathered all of the caps up and headed back to town.

When the peddler woke up and saw the monkeys wearing the caps do you think the monkeys should have given the caps back to the peddler? Why or Why not?

THE DAY JIMMY'S BOA ATE THE WASH by Trinka Hakes Noble

This story is a humorous recount of an ordinary school field trip to a farm. The field trip turns into chaos and confusion when Jimmy's boa constrictor gets loose on the farm.

The field trip to the farm was a disaster! Who do you think is responsible for ruining the field trip? Why?

FREDERICK by Leo Lionni

As winter approached, the little field mice worked day and night to gather and store food--all except Frederick. Instead, Frederick worked to gather sun rays, colors and words to brighten the long winter days. In the beginning of winter the mice had a lot of food to eat and many stories to tell. But little by little their food supply vanished and no one felt like talking. Just then they remembered what Frederick had said about sun rays, colors and words. Frederick's supplies brightened the winter days.

Do you think Frederick was a responsible member of his family? Why or why not?

WHY MOSQUITOES BUZZ IN PEOPLE'S EARS by Verna Aardema

An African folktale about many animals who each blame their own mistake on another animal. None of them will accept responsibility for their own actions. Because Mother Owl would not wake up the sun, King Lion called a meeting of the animals. The mosquito was blamed and Mother Owl finally woke the sun. The mosquito was never brought before the council, so to this day she goes whining in people's ears.

Do you believe that the mosquito was responsible for all of the animal's troubles? Why or why not?

THE BIGGEST NOSE by Kathy Caple

Eleanor is an elephant who is teased by her classmates for having the biggest nose in the whole school. They keep threatening to measure it. Eleanor is even more upset when she realizes that her nose is bigger than her older sister's nose. Eleanor attempts to shorten her nose by tying it into a knot. After going through the ordeal of trying to untie the knot, Eleanor finally realizes that her nose is just right for an elephant.

At the end of the story Eleanor points out the biggest parts of the other animals to get the children to stop teasing her about her nose. This was her way of solving her problem. What is another way Eleanor could have handled this situation? (Try role-playing with your class!)

MICHAEL BIRD-BOY by Tomie dePaola

Michael was a bird-boy who lived happily in the country until one day a black cloud came across the sky. It made all of the birds dirty and it made the flowers wilt. At night Michael couldn't see the moon or stars. Michael decided to find out the source of this problem so he travelled to the city. He discovered a factory that made artificial honey. Michael convinced the factory owner to use bees to make real honey.

(Stop reading the story at the point when Michael discovers the factory.) How do you think Michael and the Boss-Lady could solve this problem?

DOCTOR DESOTO by William Steig

This is a story about a mouse dentist who faces a dilemma. One day a fox in great pain shows up at his door. The DeSotos must decide whether to help the fox even though he is an animal who may be harmful to mice. After a discussion, the DeSotos decide to help the fox. They remove the bad tooth and tell the fox to go home and come back the next day to get his new gold tooth. On the way home the fox thinks about having the DeSotos for lunch. Doctor DeSoto tricks the fox by encouraging him to try a new pain preventing formula. The fox agrees and he has the new formula painted on his teeth. The fox realizes he won't be able to open his mouth for a day or two after it is already closed. Doctor and Mrs. DeSoto are safe.

(Read the story up to the point where Dr. and Mrs. DeSoto decide to form a plan.) How do you think the DeSotos will protect themselves?

STONE SOUP by Ann McGovern

In this story a hungry young man tricks a little old lady into feeding him. The woman is lead to believe that soup can be made from a stone. The hungry young man provides the stone and the woman provides the rest of the ingredients without even realizing it.

What else could the young man have done to get food instead of tricking the little old woman?

THE CAT IN THE HAT by Dr. Seuss

Two children are alone and bored on a rainy day when a large cat in a hat suddenly walks in. The fish warn the children to make the cat go away. The Cat in the Hat shows the children all the things he can do. The house is full of chaos. Suddenly the children realize that their mother is on her way home. The children demand that the cat clean up which he does just in time for mother's return.

Pretend that Mother returned before the house was cleaned up. Who do you think would be to blame for the mess? Why?

HOW DO WE SOLVE PROBLEMS?

THE SECRET OF THE PEACEFUL WARRIOR by Dan Millman

When Danny Morgan moves to a new neighborhood he is confronted by a bully. One night Danny meets an old man in his dreams who will soon appear in real life to help Danny help himself. The old man teaches Danny that, "the best way to escape from a problem is to solve it."

How else might Danny have solved his problem with Carl? (Try negotiating and mediating the dilemma between Danny and Carl.)

THAT'S GOOD! THAT'S BAD! by Margery Cuyler

"One day a little boy went to the zoo with his mother and father. They bought him a shiny red balloon. It lifted him high up into the sky, WOW! Oh, that's good. No, that's bad." So begins **That's Good! That's Bad!**, a charming tale that takes the reader through the animal kingdom. With each adventure that the little boy has, the reader is encouraged to see the experience from more than one point of view.

As the little boy was lifted into the sky, who do you think saw this as a good adventure? Who might have thought it was a bad adventure?

ANANSI THE SPIDER by G. McDermott

An Ashanti folktale of a spider, Anansi, and his sons who work together to save their father. After the sons work together to help their father, Anansi finds a great globe of light and is faced with the dilemma of which son deserves this prize. The family argues all night. In the end Nyame, the God of All Things, places the beautiful white light in the sky.

The family had a problem, which son would get the prize. They could not solve their problem. What are some ways the family could have solved this problem?